

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
White Lake School District
Accountability Review - Monitoring Report 2012-2013**

Team Members: Chris Sargent, Team leader, Donna Huber, Education Specialist

Dates of On Site Visit: November 20th, 2012

Date of Report: December 3, 2012

All non-compliance must be corrected within 1 year of this report date.

Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Division of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Division of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

- (1) A statement of the student's present levels of academic achievement and functional performance, including:
 - (a) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students); or
 - (b) For preschool student, as appropriate, how the disability affects the student's participation in appropriate activities;
- (2) A statement of measurable annual goals, including academic and functional goals, designed to:
 - (a) Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and
 - (b) Meet each of the student's other educational needs that result from the student's disability;

For students with disabilities who take alternate assessments aligned to alternate achievement standards, each student's IEP shall provide a description of benchmarks or short-term objectives;

- (3) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:
- (5) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments consistent with § 24:05:14:14. If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, a statement of why:
 - (a) The student cannot participate in the regular assessment; and
 - (b) The particular alternate assessment selected is appropriate for the student;

Corrective Action:

Prong 1: Correct each individual case of noncompliance

Timeline for Completion: 45 calendars day from the report date listed above.

| Student: | Required Action: | Data To Be Submitted: |
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| <p>Student File #1: This student was reported on child count under the category of cognitive disability (510). Present levels of academic achievement and functional performance (PLAAFP): --Skill based assessment was not available in the PLAAFP in the areas of written expression and activities of daily living (ADL). Therefore the annual goals did not link to the PLAAFP or evaluation. --Progress/involvement in the general curriculum was not addressed in the PLAAFP --The team determined the student would be taking an alternative assessment. The reason why they could not participate in the regular assessment and why the alternative assessment was appropriate was left blank in the IEP. --Short term objective or benchmarks must be developed for students taking an alternate assessment. --Services: The IEP did not state the specialized instruction to be provided in the areas written expression and attention/behavior.</p> | <p>The district must complete the following actions:</p> <ol style="list-style-type: none"> 1. Acquire prior notice/consent to conduct skill based assessment in the area of written expression and ADL or behavior as appropriate. 2. Meet and amend the PLAAFP to include skill specific information regarding the written expression goal and the ADL/behavior goal. 3. Amend the PLAAP to include the students' progress/involvement in the general curriculum. 4. Amend the IEP to include alternative assessment content requirements. 5. Amend the IEP annual goals to include short term objective or benchmarks for each annual goal. 6. Amend the IEP special education services to include the specialized instruction the student will receive in each eligible area identified through the annual goals. | <p>The district must submit the following documents:</p> <ol style="list-style-type: none"> 1. Prior notice/consent for skill based assessment 2. Meeting notice 3. Copy of the complete amended IEP. 4. Copy of the parental prior written notice |
| <p>Date Data Submitted:</p> <p>Status:</p> | | |

| Student: | Required Action: | Data To Be Submitted: |
|---|--|---|
| <p>Student File #2: This student was reported on child count under the category of speech/language disability (550). --Skill based assessment used in the PLAAFP did not provide specific strengths and needs to link annual goals. --Progress/involvement in the general curriculum was not addressed in the PLAAFP.</p> | <p>The district must complete the following actions:</p> <ol style="list-style-type: none"> 1. Prior notice/consent to conduct skill based assessment in the area of eligibility. 2. Meet and amend the PLAAFP to include skill specific information regarding the areas of eligibility. | <ol style="list-style-type: none"> 1. Prior notice/consent for skill based assessment 2. Meeting notice 3. Copy of the amended IEP. 4. Copy of the parental |

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|---------------------------------|---|----------------------|
| | 3. Amend the PLAAP to include the students' progress/involvement in the general curriculum. | prior written notice |
| Date Data Submitted: Status: | | |

| Student: | Required Action: | Data To Be Submitted: |
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| Student File #3: This student was reported on child count under the category of multiple disabilities (530). --Progress/involvement in the general curriculum was not correctly addressed in the PLAAFP. Accommodations and related services were determined in the statement. | The district must complete the following actions: 1. Meet and amend the PLAAP to include the students' progress/involvement in the general curriculum. | 1. Meeting notice 2. Copy of the amended IEP. 3. Copy of the parental prior written notice |
| Date Data Submitted: Status: | | |

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| Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of <u>updated data</u>. |
| Required Action: The district must review and update its policy, procedure and practice regarding the following: <ul style="list-style-type: none"> • District procedure for referral, informal review, initial evaluation or review of existing data and reevaluation. • Defining the team who will determine if evaluation is necessary and determination of suspected category(s) of disability. • Individuals responsible for the completion of prior notice/consent and evaluations needed for the purpose of determining eligibility. • Development of evaluation reports that must be provided to parents including administering and reporting skill based assessment. • Determining eligibility and completing the eligibility documents. • Developing an IEP that provides educational benefit. |
| The special education teacher (Student #3) and the speech pathologist will each submit the following documents for <u>one student</u> who has been initially evaluated or reevaluated since the on-site review date. <ol style="list-style-type: none"> 1. Referral document (if applicable) 2. The prior notice/consent for evaluation 3. Copies of <u>all</u> the evaluation reports including skill based assessment and transition 4. Copy of the meeting notice |

5. Copy of the MDT/eligibility document and;
6. Copy of the IEP
7. Copy of the parental prior written notice

Target Date for Completion: May 1, 2013

Date - Status Report:

State Performance Plan – Performance Indicators

Indicator 1 – Graduation Rate

Percent of youth with IEP's graduating from high school with a regular diploma.

State Target: 84%

District %: 100%

District Response:

The White Lake School District works very hard to ensure that all students graduate.

Indicator 3 – Participation/Performance on Assessment

A-Percent of districts meeting the State's AYP objectives for progress for disability subgroup

B -Participation rate for children with IEP's in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

C-Proficiency rate for children with IEP's against grade level standards and alternate achievement standards.

Reading - Grades K-8

State Target: 76%

District %: 44.9

District Response:

The White Lake School District works one on one with students, but it is very difficult to meet this requirement.